R E P O R T R E S U M E S

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ENGLISH TEACHER PREPARATION STUDY, GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH. FINAL REPORT.

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PURPOSES, METHODS, AND IMPLICATIONS IN FORMULATING GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH AT ANY LEVEL ARE REPORTED. (SEE PP. 1-9.) ALTHOUGH THE GUIDELINES ARE NOT INCLUDED, AN INDICATION OF HOW AND BY WHOM THEY CAN BEST BE UTILIZED IS GIVEN. A LISTING OF PERSONS KNOWN TO HAVE PARTICIPATED IN THE STUDY COMPRISES THE MAJOR PORTION (30 PAGES) OF THE REPORT. A REVIEW OF THIS STUDY AND THE GUIDELINES THEMSELVES ARE PUBLISHED IN "COLLEGE ENGLISH," VOLUME 29, OCTOBER 1967, "ENGLISH JOURNAL," VOLUME 56, SEPTEMBER 1967, AND "ELEMENTARY ENGLISH," VOLUME 44, OCTOBER 1967. (JB)

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FINAL REPORT

~~Grant~~ No. H-213
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ENGLISH TEACHER PREPARATION STUDY

Guidelines for the Preparation of Teachers of English

April 15, 1967

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ENGLISH TEACHER PREPARATION STUDY

Guidelines for the Preparation of Teachers of English

Grant No. H-213

TE000 034

William P. Viall, Director

April 15, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

The purpose of this study was to produce guidelines for the preparation of teachers of English in the secondary schools and for that portion of the preparation of elementary teachers related to the teaching of English. The English Teacher Preparation Study was conducted jointly by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council of Teachers of English (NCTE), and the Modern Language Association of America (MLA), with the cooperation of Western Michigan University, Kalamazoo. The Study was supported by a grant from the United States Office of Education in the amount of $172,214.00.

The guidelines are intended to suggest desirable competencies for teachers of English. They should help State Departments of Education evaluate a) programs for the preparation of teachers offered by institutions seeking accreditation, and b) individual applicants for certification. The guidelines should also help colleges and universities to develop and evaluate programs preparing teachers for elementary schools and teachers of English in secondary schools and should encourage institutions to select and recruit potentially good teachers for the teaching profession.

Three studies served as immediate precedents for this project. The first two, completed in 1963, established guidelines for preparing teachers of science and mathematics; they were conducted by the NASDTEC and the American Association for the Advancement of Science. The third, completed in 1965, produced guidelines for the preparation of teachers of modern foreign languages and was conducted by the MLA and NASDTEC. All three studies were supported by the Carnegie Corporation of New York.

These guidelines are indebted, in part, to recommendations on the preparation of teachers recorded in the Education of Teachers of English for American Schools and

Colleges (NCTE, 1963), Freedom and Discipline in English (Commission on English, CEEB, 1964), and many studies listed in the continuing bibliography on certification reported each spring by the NCTE Committee on the Preparation and Certification of Teachers of English.

METHOD

The major technique used in the Study was to involve persons in colleges and universities, academic departments of English and departments of education, teachers and supervisors in the schools, state directors of teacher education and certification, and experts in speech and reading, in writing recommendations for programs for the preparation of teachers of English in the secondary schools and that portion of the elementary school teachers program which relates to the teaching of English. Draft after draft was used in the process.

Hundreds of persons in these categories shared in constructing the guidelines in meetings arranged by the Study, by state departments of education, by the Modern Language Association (MLA) and its related organizations, and by the National Council of Teachers of English (NCTE) and its affiliates.

The staff ran four regional meetings averaging 70 persons in Boston, Massachusetts; Salt Lake City, Utah; Iowa City, Iowa; and, Charlotte, North Carolina; and a final national conference in Chicago, Illinois. The staff also arranged for meetings during the national conferences of such organizations as the Association for Supervision and Curriculum Development (ASCD), the International Reading Association (IRA), and the Association for Childhood Education International (ACEI). The staff led these meetings, but the participants were selected by the organizations involved.

State meetings organized either by state departments of education or the state council of teachers of English were held in Florida, Iowa, Maryland, Massachusetts, Missouri, Nevada, New Jersey, New Mexico, and Washington. A one-day conference was held in New Orleans, Louisiana, at the time of the meeting of SAMLA.

Reports on the progress of the Study were made to the regional conferences of the National Association of State Directors of Teacher Education and Certification (NASDTEC), to relevant committees of MLA and NCTE, to the council of Associated Organizations of Teacher Education (AOTE), and to the Studies Committee of the American Association of Colleges for Teacher Education (AACTE). Discussion of the Study took place at the national conferences of NASDTEC, MLA, NCTE, AACTE, the Conference on College Composition and Communication (CCCC), and the Conference on English Education (CEE).

During the course of the Study, more than 6,000 copies of drafts were provided. In the summer of 1966, copies of the draft were sent to 100 institutions selected by AACTE, to chairmen of academic departments of English, to deans of schools of education and chairmen of departments of education, to additional members of the three cooperating bodies, and to scores of other logically interested people. A large number of these documents were returned to the staff with comments, and both major and minor changes were made in the recommendation of the Study because of them.

During the course of this Study, material about it appeared in print as follows:

The Round Table, March 1967, article by Michael Shugrue.

ADE Bulletin, November 1966, reprint of preliminary draft.

PMLA, "FMO Notes".

CCCC Meeting, Louisville, Kentucky, April 1967; Speech by Harold Allen.

College English, March 1967, "Counciletter: Once More--What is English", by Alfred H. Grommon.

Elementary English, March 1967, "Counciletter: Once More--What is English", by Alfred H. Grommon.

RESULTS

Work is continuing on the Study after 31 March 1967, when the grant terminated, because of the good offices of MLA and NCTE and the continued interest of the Advisory Board. The document has been approved by MLA and NASDTEC, and is soon to be considered for approval by the Executive Committee of NCTE.

Reprints of the guidelines will go to staff and students in NDEA Summer Institutes in English and Reading. By fall of 1967, reprints will be sent to all state supervisors of English and reading and to all MLA Executive Committees and Standing Committees, by the four NCTE affiliate groups, at NASDTEC meetings and to NASDTEC members for use in the states. During the spring of 1968, probably in May, a major portion of the English Journal will be used to present the guidelines and an explication of the purposes behind the numerous recommendations.

The 1967 Winter issue of the Teacher Education Journal of the National Commission on Teacher Education and Professional Standards of the NEA will present the guidelines with a critique.

The guidelines are expected to have wide usage. After 1 June 1967, copies will be available from the state director of teacher education and certification in each state and from the directors of the Study. (See Appendix 1).

DISCUSSION, CONCLUSIONS, and IMPLICATIONS

These guidelines should not be applied arbitrarily in the certification process. They are intended to serve, rather, as a context within which programs for the preparation of teachers of English can be evaluated with discretion and imagination. They should be used to encourage a college or university to experiment judiciously with curriculums which give promise of improving the teaching of English. They reinforce the responsibility of departments of English to participate actively in the development of teacher preparation programs in English and suggest that departments of English and of Education, working together, will need to design new courses and to plan new course arrangements for the preparation in English of elementary and secondary teachers.

These recommendations on the preparation and certification of teachers in English focus upon personal qualifications, skills, and knowledge which contribute to effective teaching: the teacher's personality and general education; his skills in listening, speaking, reading, literature, and composition. The document uses the divisions of English into language, literature, and composition to describe the various responsibilities of the English teacher, but emphasizes that, while it encompasses many areas of study and practice, English is herein conceived of as a unified discipline. Anyone studying and using these guidelines must recognize the importance of this conception.

Although English studies in American colleges and universities have emphasized chiefly the reading and appreciation of literature, the preparation of the elementary school teacher and of the secondary school teacher of English must include work in the English language, listening, speaking, reading, and writing, both to extend the teacher's own background and to prepare him to meet the full range of his obligations as a teacher of English.

By language is meant the structure and historical development of present-day English. By literature is meant chiefly British and American writing of distinction, but also any other writing of distinction in English translation. By children's literature or literature for adolescents is meant literature which has particular interest and value for children or adolescents. By composition is meant oral and written composition and the relations of these two modes to rhetorical theory.

The phrase "the teacher of English at any level" refers not only to the secondary school teacher of English, a specialist in English, but also to the elementary school teacher, who despite his many other professional obligations, spends some 40 to 60 percent of his time teaching English and related skills. The guidelines identify basic areas of study for the teacher of English at any level and suggest preparation relevant to the special needs of any elementary or secondary school teacher. However, teachers interested in working with or assigned to work with preschool children, junior high school youngsters, students who are disadvantaged, or those learning English as a second language, must supplement the basic preparation outlined herein.

Two basic assumptions underlie these recommendations: first, to teach the content of his subject effectively, the teacher must know not only the varied subject matter of English, but also how to communicate his knowledge and appreciation to his students; second, his preparation to teach English should be based upon and supplemented by a background in the liberal arts and sciences, including psychology.

The guidelines are not intended to suggest the efficacy of one kind of classroom or school organization over another, but rather to emphasize the importance to the teacher of preparation in his subject and related fields.

The guidelines attempt to identify and emphasize the competencies that should be developed for a satisfactory program of English teacher preparation. They do not attempt to specify in any detail the specific courses which should

exist within a program or the arrangement of courses, nor do they attempt to prescribe the specific number of credit hours in English required for adequate preparation. It was the concensus of those participating in the conferences, however, that at least fifteen semester hours (or equivalent) in English above the level of freshman English would be required for the adequate preparation of the elementary classroom teacher and that at least thirty-six semester hours (or equivalent) above the level of freshman English would be required for the adequate preparation of the secondary school teacher of English.

The guidelines do not imply that every beginning teacher will have a mastery of all the knowledge and skills described, but do identify areas in which the beginning teacher must have studied and also suggest the direction--as well as the diversity and the depth--of further study. Not all of the work outlined herein must be taken during the four undergraduate years of college; some students will bring strong secondary backgrounds to college; others, will need to complete a fifth year of study before they enter the classroom. The beginning teacher of English at any level has a special responsibility to be well-qualified because he is a member of his profession from the moment he enters his classroom. It is also important to note that the teacher of English is not a teacher of journalism, theater, speech, or special reading skills. He must have special training in English and he must have a real understanding and awareness of students, their needs and interests, and the world in which they live.

SUMMARY

The Study reported here was brought about by two different but not opposing forces--the need for better teaching in the schools, and the awakening of the English profession.

Academics and educationists struggled together for nineteen months to write recommendations to institutions of higher education and to state departments of education. They will continue to work together to make sure that these recommendations are given wide consideration.

APPENDIX 1.

STAFF and ADVISORY BOARD

ENGLISH TEACHER PREPARATION STUDY
Guidelines for the Preparation of Teachers of English

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APPENDIX 2.

Estimated Financial Report for the period 1 July 1966 through 31 March 1967. Invoice will be filed by the Western Michigan University Grant's Office by 20 April 1967.

ESTIMATED
FINANCIAL REPORT
H - 213
1 July 1966-31 March 1967

CATEGORY	AMT. ALLOWED	AMT. USED	DIFFERENCE PLUS	DIFFERENCE MINUS
Personnel				
Project Director	$ 7,254.00	$ 7,254.00	--	
Associate Director (Evertts)	3,500.00	3,500.00	--	
Associate Director (Shugrue)	3,500.00	3,500.00	--	
Administrative Secretary	3,825.00	3,303.19		
Add last two pay periods		391.30		
		3,694.49	$ 130.51	
Secretary - Part Time	3,300.00			
MLA-NCTE		1,179.59		
Barbara Johnson (WMU)		298.20		
Kelly Girl (Final Report)		56.40		
		1,534.19	1,765.81	
Fringe Benefits	1,735.00			
MLA-NCTE		739.49		
WMU Retirement		1,208.94		
Plus last two pay periods		43.04		
		1,991.47		$ 256.47
Supplies and Materials	1,750.00	319.23	1,430.77	
Institutional Mailings	750.00	127.53	622.47	
Postage	1,500.00	296.41	1,203.59	
Telephone & Telegraph	1,500.00	1,260.54		
Plus estimate for March		150.00		
		1,410.54	89.46	
Services	2,500.00	509.58		
Plus typewriter rental (Final Report)		15.00		
		524.58	1,975.42	
Travel				
Regional Conferences				
Amt. left from firts three	5,370.47	5,745.16		374.69
National Conference	18,750.00			
Base		13,464.23		
Minus Credit May 1, 1967		235.00		
		13,229.23		
Minus Credit from AAA		49.60		
		13,179.63		
Plus Robert Poppendieck		145.70		
Plus Kellogg Hunt		12.00		
		13,337.33	5,412.67	

(Continued)

ESTIMATED
FINANCIAL REPORT
H - 213
1 July 1966-31 March 1967

CATEGORY	AMT. ALLOWED	AMT. USED	DIFFERENCE PLUS	DIFFERENCE MINUS
Personnel				
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		13,179.63		
Plus Robert Poppendieck		145.70		
Plus Kellogg Hunt		12.00		
		13,337.33	5,412.67	

(Continued)

CATEGORY	AMT. ALLOWED	AMT. USED	DIFFERENCE PLUS	DIFFERENCE MINUS
Travel (Continued)				
Advisory Board Meetings	$ 5,000.00	$ 3,236.92	$1,763.08	
Staff Travel Amt. left after over expenditure last period)	5,507.25	5,986.27		$ 479.02
Secretarial Services and Supplies at Conferences Amt. left for this period Amt. for National Conference	345.15 300.00 645.15	642.91	2.24	
SUB TOTALS	$66,386.87	$53,101.03	$14,396.02	$1,110.18
Add Over Head	7,246.00	5,873.72	1,372.28	
TOTALS	73,632.87	58,974.75	15,768.30	1,110.18

TO ACCOMPANY FINAL REPORT

Grant No. H-213
Contract No. OE6-10-092
5-0915

Included here are lists of persons known to have attended meetings during the Study. Many others, not listed, were in attendance at reporting sessions or work sessions in state and national meetings. Not listed, also, are the many who worked on drafts of the guidelines and on campuses throughout the country.

These lists are provided so that if follow-up work seems advisable for implementing the guidelines, a core of knowledgeable people will be available.

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